**Lesson Plans for Mrs. Hanlon’s Class**

**Monday December 12, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

## **Objective:** Performance will be satisfactory when the learner can express identify body systems.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3

**Review**

* Have students share their system posters as a whole class.

**Homework:** Activity Book Page

**Assessment:** Completed posters and presentations of posters

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying sounds/patterns in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

**Activities**:

1. **Anticipatory Set:** Use page 285E-F in teacher’s manual.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 201-203 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson: Review (2 days + 1 day to check)**

**Objective:** Students will review the skills acquire during this unit.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** During computer lab time take students to the lab to complete “The Wacky Web Tales” at [www.eduplace.com/tales/](http://www.eduplace.com/tales/)
2. Complete pages 130-131 in students ELAR notebooks.
3. Correct as a whole class.

**Assessment:** Teacher observations and completed book work.

**Homework:** Complete bookwork.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill understanding the importance of an author’s viewpoint regarding when they write stories.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

**Activities**:

1. **Anticipatory Set:** To help introduce the Theme, as a whole class develops a timeline that students will add to throughout the theme and as well as in social studies.
2. Introduce the theme using the pictures, quotes and letter’s found on pages 256-259 in text.
3. Read the “Teacher Read aloud” to students found from pages 259A-259B. Ask questions and explore the student’s opinion.
4. Build student vocabulary by studying pages 261-262 with students. (Optional: Complete Wordbook page 195)
5. Listen to the story on CD. Story is found on pages 262-279.
6. Discuss questions on page 280 as a whole class.
7. Students will begin completing pages 196: Author’s Viewpoint Chart and page 197: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know to be able to find the least common multiple.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Discuss Mid Chapter Test.
3. Discuss the methods of how to find the LCM found on pages 194-195.
4. Have students complete pages 196-197 problems 9-20.

**Assignment:** Completed bookwork.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students go through the process of creating a “blue print” for an invention

**Resources:** Inventor’s Notebook.

**Activities:**

1. Students will then create a final invention poster to present to the class.
2. Students will then create a final invention paragraph and prepare a presentation for the class.

**Assignment:** None

**Assessment:** Completion of invention poster and paragraph.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday December 13, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Review**

## **Objective:** Performance will be satisfactory when the learner can express identify body systems.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Health Review**

* Review concepts from Chapter 1 of Health
* Chapter 1 Health Review

**Homework:** Activity Book Page

**Assessment:** Complete the review for health chapter 1

**9:00-9:30 English**

**Lesson: Review (2 days + 1 day to check)**

**Objective:** Students will review the skills acquire during this unit.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** During computer lab time take students to the lab to complete “The Wacky Web Tales” at [www.eduplace.com/tales/](http://www.eduplace.com/tales/)
2. Complete pages 130-131 in students ELAR notebooks.
3. Correct as a whole class.

**Assessment:** Teacher observations and completed book work.

**Homework:** Complete bookwork.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will create DARE Reports, Poetry booklets, and personal essays, and business letters

**Materials:** ELAR folder and various forms of writing.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill understanding the importance of an author’s viewpoint regarding when they write stories.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

**Activities**:

1. **Anticipatory Set:** Read to students the famous poem by Longfellow called ‘Paul Revere’s Ride” Discuss the contrast from the story to the poem.
2. Review the story by discussing workbook pages 196-197. Focus on how on page 196 how the author’s viewpoint is evident. For page1 97, review keys ways to look for answers in a story. (Teacher’s Manual page 285A-B)
3. Read page 198 to students.
4. As a group or independently complete page 199. Check page 199 if done independently.
5. Establish an understanding of the different between possessive’s and contractions. (Teacher’s Manual page 285C) and workbook page 200. Complete as a whole class.
6. Review with students verb/subject agreement, regular and irregular verbs and choosing the correct verb form. Workbook pages 205-207 (Teacher’s Manual page 285I-J)

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know to be able to find the least common multiple.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss the methods of how to find the LCM.
4. Use Interactive Chalkboard to complete discuss 5.4
5. Have students complete worksheet 5.4

**Assignment:** Completed worksheet

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students go through the process of creating a “blue print” for an invention

**Resources:** Inventor’s Notebook.

**Activities:**

1. Students will then create a final invention poster to present to the class.
2. Students will then create a final invention paragraph and prepare a presentation for the class.

**Assignment:** None

**Assessment:** Completion of invention poster and paragraph.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday December 14, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Lesson: Review (2 days + 1 day to check)**

**Objective:** Students will review the skills acquire during this unit.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** During computer lab time take students to the lab to complete “The Wacky Web Tales” at [www.eduplace.com/tales/](http://www.eduplace.com/tales/)
2. Complete pages 130-131 in students ELAR notebooks.
3. Correct as a whole class.

**Assessment:** Teacher observations and completed book work.

**Homework:** Complete bookwork.

**writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Working on parent presents**

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill understanding the importance of an author’s viewpoint regarding when they write stories. Students will also strengthen their understanding of structural analysis of words, review phonics

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

* Leveled Readers:
  + Bunker’s Cove

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**12:30-1:20 Math**

**Objective:** For students to compare and order fractions.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss pages 198-199 as a whole class. Discuss the importance of demonimators being the same.
4. Have students complete page 200, # 10-25 odds

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will present their invention

**Resources:** Inventor’s Notebook.

**Activities:**

1. Randomly select students to present their invention to the class.

**Assignment:** None

**Assessment:** Completion of invention poster and paragraph.

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday December 15, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create DARE Reports, Poetry booklets, and personal essays, and business letters

**Materials:** ELAR folder and various forms of writing.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**9:15-10:00 LMC—without mrs. dickenson-**

**10:00-10:10 Teacher Read aloud and snack**

**10:15-11:00 english**

**Lesson: Test**

**Objective:** Students will take the chapter test.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Explain test to students.
2. Allow students to take the Verb Test

**Assessment:** Teacher observations and test

**Homework:** none

**10:30-11:00 Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Peer edits and revisions of DARE reports & personal essays

**Assessment:** Teacher observations and complete revisions

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill understanding the importance of an author’s viewpoint regarding when they write stories. Students will also strengthen their understanding of structural analysis of words, review phonics

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

* Leveled Readers:
  + Bunker’s Cove

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**12:30-1:20 Math**

**Objective:** For students to compare and order fractions.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Use Interactive Chalkboard to complete discuss 5.5
4. Have students complete Worksheet 5.5

**Assignment:** Worksheet 5.5

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science**

**Objective:** Students will present their invention

**Resources:** Inventor’s Notebook.

**Activities:**

1. Randomly select students to present their invention to the class.

**Assignment:** None

**Assessment:** Completion of invention poster and paragraph.

**2:00 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:40 BOB Book Check-off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday December 16, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-9:45 Snack and Teacher Read aloud**

**9:45-10:15 Spelling Test and Spello**

**10:15-10:30 English**

**Lesson: Test**

**Objective:** Students will take the chapter test.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Explain test to students.
2. Allow students to take the Verb Test

**Assessment:** Teacher observations and test

**Homework:** none

**10:30-11:00 Working on Parent’s Presents for Christmas**

**11:00-11:45 reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill understanding the importance of an author’s viewpoint regarding when they write stories.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 3: Voices of Revolution

Week 1 Skills Test

**Activities**:

1. **Anticipatory Set:** Continue “Paul Revere, Up Close and Personal” found on page 158A in manual.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 1 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to know how to write decimals as fractions.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss examples on page 202.
4. Have students complete problems on page 204, # 9-29 odds.

**Assignment:** bookwork.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science**

**Objective:** Students will present their invention

**Resources:** Inventor’s Notebook.

**Activities:**

1. Randomly select students to present their invention to the class.

**Assignment:** None

**Assessment:** Completion of invention poster and paragraph.

**2:00 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.